

Effect of Ability, Motivation and Personality of Satisfaction And Performance Lecturer In Palopo

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ABSTRACT: *The phenomenon of poor performance lecturer in Palopo is a reflection of the lack of ability, motivation and personality as well as the satisfaction of the lecturer. This allegation must be substantiated and find a way out, because of the ability, motivation, personality and satisfaction as well as high-performance lecturer who indicated that higher education institutions in Palopo have been managed well.*

This study aims to determine the level of ability, motivation, personality, satisfaction and performance lecturer in Palopo. Furthermore, to obtain empirical evidence about the influence of ability, motivation and personality on satisfaction and performance lecturer in Palopo.

This research was conducted using survey methods explanation (explanatory survey method). Sekmen studied is a college lecturer in Palopo as many as 454 people, then through the technique of random sampling stratified been as many as 140 lecturers as the unit of analysis. The unit of observation in this study is a lecturer who has served at least five years. To test the hypothesis of the study used methods Partial Least Squares (PLS) PLS program Warp 4.0.

Results of this study through descriptive statistics calculation test results indicate that the ability, motivation, personality, satisfaction and performance of lecturers enter in good category. The result of the hypothesis proposed by the researchers, the resulting ability not significant effect on satisfaction and performance lecturer, motivational significant effect on satisfaction remains no significant effect on the performance of the lecturers, personalities significant effect on satisfaction and performance of lecturers and satisfaction significantly influence the performance of lecturers. Of the seven hypothesis the researchers, there are four accepted (significant) and three were rejected (not significant). Effect of variable ability and motivation through mediating variables that satisfaction does not contribute to the improved performance of lecturers, but personality variables contribute both to improving the performance of lecturers through the variable satisfaction as mediating variables.

These results indicate that the ability not contribute either to the improved performance of lecturers in Palopo. Therefore, it should be done in order to improve the performance of lecturers are further studies to pursue higher education, good teaching, doing research as part of education, often following scientific forums, research publications and forum communication fellow lecturers and mastery of information technology.

KEYWORDS - *Ability, Motivation, Personality, Satisfaction and Performance Lecturer.*

I. INTRODUCTION

The Law No. 20 Year 2003 on National Education System Article 1 states that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, the people of the nation and the State. Some factors can increase morale of lecturers in Palopo that ultimately impact on job satisfaction and high performance is a ability and motivation to work owned by lecturers. Thus, the note issue job satisfaction of teachers, so they do not feel tired or bored, often complaining, lack of discipline, lack of sense of belonging to the institution, does not provide the best service to the students, is a symptom of job satisfaction is not optimal that ultimately impact on the poor performance of the lecturer. So, the problem faced by universities in Palopo related to the lecture's performance, among others: (1) lecturers who teach not in accordance with the scientific competency; (2) lecturers have not mastered the material being taught; (3) The teaching faculty is not in accordance with the schedule that has been prepared by the department head; (4) lecturers guide and test of the thesis have not qualified by functional positions; (5) The faculty is very less to do research and community service is an activity of the tri dharma college, this was due to the limitations of scientific competency and funds, as well as employee motivation lecturer concerned.

II. METHODOLOGY

This study was conducted in Palopo, south sulawesi province. Reason determination of the location of this study, because in Palopo and there are number of colleges of second largest after Makassar, which consists of 14 private universities and one community college, the number of courses of 60, the number of students as many as 18.295 people and the number of lecturers as many as 454 people, and 14 universities, there are two colleges that are not used as a place of research, such as STIKES Kurnia Jaya Persada because it does not provide access to research and ATI Dewantara Palopo is not active in the tri dharma college.

III. RESULTS

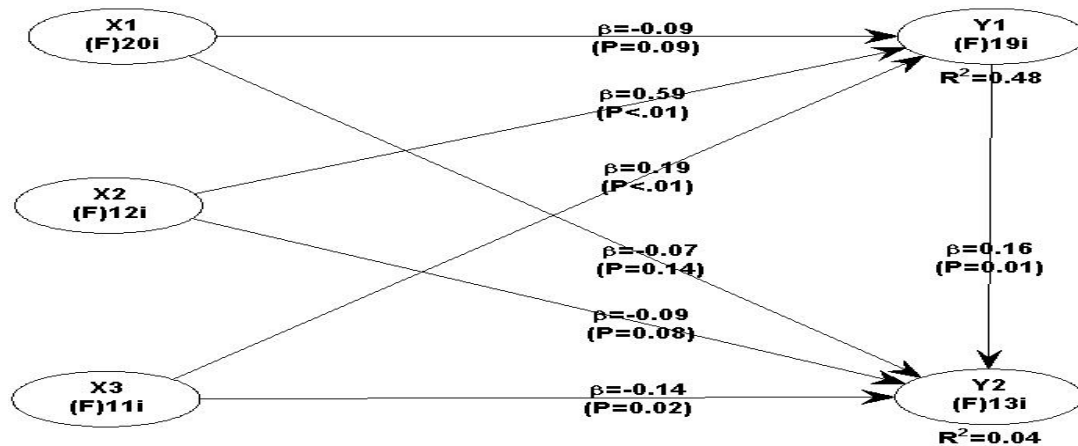


Figure 1. Results Analyze (Inner Model)

1. The effect of ability to satisfaction. Directly, capability has negative effect and not significant to satisfaction, it means an increase in the ability of lecturers in Palopo not followed by satisfaction. Respondents believe that they are not satisfied with the capabilities of the faculty in the running tri dharma college.
2. The effect of motivation to satisfaction. Directly, motivation has positive and significant impact to the satisfaction, it means encouragement or motivation felt by faculty can give satisfaction to the faculty in Palopo.
3. The effect of personality on satisfaction. Directly, personality has positive effect and significant to the satisfaction, it means that personality would have a positive impact to the satisfaction and affect to the working conditions and environment.
4. The effect on the performance capability. Directly and indirectly, capabilities has negative effect and not significant to the lecture's performance, it means an increase in the ability of the lecturer had no impact on enhancing the lecture's performance and satisfaction as a mediating variable is not a good role in improving to the performance of lecturers in Palopo.
5. The effect of motivation on the lecture's performance. Directly, motivation has negative effect and not significant to the lecture's performance, it means increased motivation was not followed by an increase in the lecture's performance. But indirectly, motivation has positive and significant impact to the lecture's performance, it means an increase in motivation followed by an increase in faculty performance through satisfaction as mediating variables. So a boost in the form of incentives only an impact on satisfaction, but does not affect to the performance of lecturers in Palopo.
6. The influence of personality on the performance of lecturers. Directly, personality has negative effect and significant to the lecture's performance, it means that a good personality affect to the harmony of the work by environment and the ability of lecturers that implementing the tri dharma college. Indirectly, personality has no significant positive effect to the lecture's performance, it means a personality that is not satisfactory, so it will not affect the performance improvement lecturer in Palopo.
7. The effect of satisfaction with the performance of lecturers. Directly, satisfaction has positive and significant impact to the lecture's performance, it means that increase in satisfaction, followed by improving the lecture's performance and improved by performance determined and lecturer satisfied.

IV. CONCLUSION

This conclusion are included the effect of the ability have negative effect and not significant to satisfaction, the effect of motivation have positive effect and significant to satisfaction, the effect of personality have positive effect and significant to satisfaction, the effect of ability have negative and not significant to the lecturer's performance, the effect of motivational have negative effect and not directly to the lecture's performance, but indirectly positive and significant impact, the effect of personality have negative and significant effect directly to the lecture's performance, but indirectly, and not significant positive effect, the effect of satisfaction have positive and significant impact to the lecture's performance.

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